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Thesis

A FOLLOW-UP STUDY OF THE BUSINESS ADMINISTRATION
GRADUATES OF THE UNIVERSITY OF SCRANTON

Submitted by

L. Robert Juckett

(B.S., University of Scranton, 1943)

In partial fulfillment of the requirements for
the degree of Master of Education

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this thesis was to make a follow-up study of the business administration graduates of the University of Scranton for the years 1941 through 1948 to determine the extent to which the business administration graduates benefited from their education, and how the courses of instruction might be improved.

Analysis of the Problem

Realizing that competition in the business world is becoming more keen with each passing day, graduates of business schools and of business departments of liberal arts universities should be fully prepared to meet the demands of the business world when they graduate. With this in mind, the purpose of this study was twofold:

1. To what extent have the business administration graduates of the University of Scranton benefited from their education?
2. How might the University of Scranton improve its business courses to better prepare its students for employment and competition?

Justification of the Problem

The best way to determine whether the graduates of the University of Scranton have had the right courses and adequate instruction in their courses is to ask them about the courses and the adequacy of instruction. They, better than anyone else, know whether they were adequately prepared for the demands of business. They can tell where the weak points are as well as the strong points in course content and in the methods of

instruction.

The findings of a study of this type may indicate where curriculum revisions should be made, so that future graduates of the business department will not go into the business world with the same limitations as their predecessors.

Delimitation of the Problem

The problem was limited to a follow-up study of the business administration graduates of the University of Scranton for the years 1941 through 1948. Since the business department at the University of Scranton is the smallest department, the study included all the graduates for the years 1941 through 1948, except those whose addresses were not available.

Definition of Terms

In order to make the thesis more meaningful, a definition of the important terms seemed advisable. These definitions will hold throughout the thesis unless otherwise indicated. All the definitions which follow, with the exception of "Follow-Up Study" have been taken from Carter V. Good's, Dictionary of Education.¹

Follow-Up Study. In this thesis, a follow-up study is a study made to collect information about a student at some period after graduation for the purpose of securing facts which may be helpful to present and future students, as well as determining the effect of his study as an undergraduate.

¹Good, Carter V., Dictionary of Education, McGraw-Hill Book Company, Inc., New York and London, 1945.

Student. One who attends an educational institution of secondary or higher level.

Course. Organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is usually given.

Curriculum. A systematic group of courses or sequence of subjects required for graduation or certification in a major field of study.

Business Education. An area of study dealing with the principles and practices of teaching business subjects.

Business Administration. The designation of a college curriculum designed to prepare students for positions of responsibility in business.

Accountant. One who is qualified through training and experience to plan and direct the keeping of financial records and to summarize, analyze, and interpret the results.

Statement of Organization

The first chapter of the thesis was broken down into several parts: a statement of the problem of the thesis was presented, an analysis and justification of the problem followed by the delimitation so that the reader would be familiar with the scope of the survey, a definition of terms was presented in order to have a mutual understanding of the important terms that were used in the thesis, and finally a statement of the organization of chapters was presented.

The second chapter presents a survey of some of the related literature, which has been written on follow-up studies done at other colleges. Chapter III gives the methods and procedures which were used in gathering the data for the thesis. Chapter IV is a brief history

of the University of Scranton. Chapters V and VI present the results of the survey and the summaries and recommendations based on the results which were obtained.

CHAPTER II

REVIEW OF RELATED LITERATURE

As this study was concerned with business administration graduates, a brief history of the collegiate schools of business is included from a textbook written by Herbert A. Tonne.¹

Discussions of the early development of the collegiate schools of business in the United States give the impression that they were largely, if not entirely, indigenous institutions. This impression is probably erroneous. Independent collegiate schools of business, Handelshochschulen, were developed in Germany, northern Italy, and France well before the twentieth century. The development of accountancy as a profession in England and Scotland through the organization of societies of chartered accountants also was a strong incentive to the growth of this kind of school. In recent years, however, the changes that have taken place in this type of school in the United States have been independent of any developments in other countries.

Collegiate schools of business, offering instruction on the managerial level, appeared over a generation ago. The Wharton School of Finance and Economy of the University of Pennsylvania was founded in 1881, but the real beginnings of collegiate business education took place at the beginning of the twentieth century. The elevation of accountancy into a profession greatly favored the development of business education on a college level. The number of collegiate schools of business greatly increased after 1910, and particularly after World War I. The enrollment in collegiate business courses is probably now far over 200,000 and is rapidly increasing.

Reginald H. Quinn² made a follow-up study of the students who attended a private business school and found that from a total of 138 people responding, 93, or 67.3 per cent, were employed at the present time in business. Twenty-eight, or 20.3 per cent, were married and living at home. Twelve, or 8.8 per cent, of the former students were

¹Tonne, Herbert A., Principles of Business Education, The Gregg Publishing Company, New York, New York, 1947, pp. 16-17.

²Quinn, Reginald H., A Follow-up Study of the Students who attended the E Private Business School, Master's Thesis, Boston University, 1948, p. 56.

enrolled in school. Ten students were veterans receiving educational funds and subsistence for living expenses from the government. One girl was enrolled in Dramatic School and another was studying to become a public accountant. Two were unemployed because of illness and a feeble parent. One was employed as a dairy clerk. One girl was at home because of choice. One man was a high school teacher.

One interesting finding was that 70, or 50.8 per cent, of the former students received their initial positions from the E Business School Placement Service. Thirty-six, or 26.2 per cent, of the former students received their initial positions through passing a Civil Service examination.¹

Thirty-six, or 92.3 per cent, of the students believed that the curriculum given at the E Business School is practical. Twenty-seven, or 71.1 per cent, of the former students believed that nothing should be added or subtracted from the curriculum. Eleven students, suggested these improvements: a course in auditing, more theory on the Social Security Law, and more time on short cuts in figuring. Twenty-six former students agreed that the bookkeeping or accounting courses taught at the E Business School were adequate.²

William J. Josko³ found that 24 per cent of the business administration graduates of the University of New Hampshire obtained initial positions in the field of selling. Of this number, 61 per cent received

¹Ibid, p. 54.

²Ibid, p. 62.

³Josko, William J., A Follow-up Study of the Business Administration Graduates of the University of New Hampshire, Master's Thesis, Boston University, 1948, p. 39.

employment as retail salesmen and 17 per cent as wholesale salesmen. Twenty-two per cent of those in the selling field obtained positions as sales-trainees. The retail salesmen were engaged in selling insurance, milk, ice cream, soft drinks, groceries, tires and haberdashery. Included in the goods or services sold by those engaged in wholesale selling were: gas, oil, machinery, real estate and liquor.

The clerical field attracted 19 per cent of the business administration graduates. Included in this general classification were bank clerks, general clerks, office clerks, production and control clerks, an inventory clerk, hotel clerks and a stenographer.

Ten per cent of the business administration graduates obtained initial positions as accountants or bookkeepers. Some of those in clerical positions enumerated above were performing one or more of the duties usually associated with that of an accountant or bookkeeper. The position of accountant or bookkeeper is usually not acquired until one has had considerable experience in the field. Therefore, 10 per cent is not a low figure.

The remaining initial positions obtained by graduates were not sufficient in number to warrant classification.

Initial salaries were found to range from under \$20.00 to over \$60.00 per week.

The data presented shows that in the years 1938, 1939 and 1940, students obtained positions for which they received under \$20.00 per week. A marked increase was shown in the initial salaries paid in 1941. Sixty-four per cent of those replying received initial salaries of \$30.00 to \$39.99 per week. In this same year, 21 per cent received initial salaries of \$60.00 or over per week.

The graduates were asked to indicate sources from which they learned about openings for their initial and present positions. The following sources were enumerated: university placement office, professor or advisor, family or relatives, a friend, answer to an advertisement, United States Employment Service, private employment agency and announcements of competitive examination.

"Friends" were the greatest single source from which openings for positions were learned. Twenty-eight per cent of the initial positions and 14 per cent of the present positions were learned through this source.

The University Placement Office was the source for 15 per cent of the initial positions of business administration graduates.¹

Accounting was considered by 39 per cent as the most important subject taken while at the University. Economics ranked second in importance. English and law were both considered by 10 per cent of the graduates as ranking third in importance.

Military science ranked fourth. This can be justified as a number of the graduates entered the Armed Services upon graduation and found this training useful in obtaining commissions or advancement in rank.²

John W. McEachren³ in an article in the February 1949 issue of the Journal of Accountancy asked the question: "Is accounting education adequate?" In discussing the answer to this question, he made the

¹Ibid. p. 47.

²Ibid. p. 58.

³McEachren, John W., "Vigorous Educational Program Is Necessary For Continued Professional Growth," The Journal of Accountancy, Vol. 87, February 1949, pp. 101-102.

following comments on "Internship Plan."

The committee on education of the Institute believe that probably the most important means of quickly improving the educational product is to promote the increased use of the internship plan. By providing the student temporarily with a place in public accounting, he may gain an invaluable perspective for his remaining school work. He encounters new personalities and a new environment which stimulate his growth. They should sharpen his interest in the more immediately useful parts of the curriculum, such as auditing procedures. They will help to disclose any gaps in the teaching material on auditing. The student can recheck his decision to adopt public accounting as a career and, thereby, a percentage of possible misfits will seek other fields. All this is of advantage to the profession and the student.

The committee recently sponsored a questionnaire which was sent to collegiate schools of business administration to determine whether they have an internship program and, if not, whether they would be interested in developing one. Fifty-four replies were received, which is a very high percentage of the total membership. Seventeen schools reported the existence of a formal internship plan, including the following: University of Alabama, University of Denver, Northwestern University, University of Chicago, Indiana University, University of Maryland, University of Michigan, University of Minnesota, University of Texas, the University of Washington, University of Arkansas, and Ohio State University. Other schools, including the following, while they do not have a formal program, encourage students to engage in temporary or part-time work: University of Kentucky, Tulane University of Louisiana, University of Buffalo, Fordham University, Syracuse University, University of Cincinnati, University of Oregon, Temple University, University of Pittsburgh, University of Utah, and Marquette University.

Out of the 54 replies to the questionnaire, 17 schools not now having an internship plan expressed doubt as to the feasibility of adopting one. In most cases they expressed no doubt as to the utility of the idea, but were concerned about its practicability.

The committee feels this plan is probably the most important means of improving the effectiveness of the academic training of the accounting students.

One of the measures of the effectiveness of a training program is the graduate's reaction to the courses which they took while in school. Question five of Douglas A. Chandler's¹ questionnaire asked for the

¹Chandler, Douglas A., A Follow-up Study of the Business Administration Graduates of Blank College, Master's Thesis, Boston University, 1940, pp. 35-37.

opinions of the respondents as to whether or not they considered each course important as direct preparation for job duties, valuable as indirect preparation for job duties, valuable for general business understanding, or of no value, directly or indirectly, on the job.

Two groups of graduates were selected for study: Group I consisted of the classes of 1929, 1930, and 1931; Group II consisted of the classes of 1937, 1938, and 1939.

Table I shows the courses providing direct preparation for job duties, ranked in order of importance according to the frequency of the responses received from the two groups used by Chandler.

TABLE I
COURSES PROVIDING DIRECT PREPARATION FOR JOB DUTIES

<u>Group I Courses</u>	<u>Number of Responses</u>	<u>Group II Courses</u>	<u>Number of Responses</u>
Accounting	42*	Business Mathematics	57*
Business Mathematics	41	Typewriting	55
Correspondence	41	Accounting	53
English	37	Correspondence	45
Typewriting	34	English	40
Salesmanship	29	Salesmanship	33
Credits and Collections	25	Penmanship	25
Business Law	23	Credits and Collections	18
Penmanship	20	Marketing	18
**Public Speaking	19	oBusiness Reports	15
**Ethics	17	Advertising	13
Advertising	16	@Shorthand	9
**Money and Banking	13	Business Law	9
@Shorthand	10	#Market Research	7
Corporation Finance	10	Corporation Finance	4
Marketing	9	Economics	4
Economics	8		
**Economic Geography	3		
#Market Research	2		
Total responses	399	Total responses	405

* The greatest number of possible responses for any course in Group I is 76, in Group II, 106.

** These courses were not offered to the men in Group II.

@ Shorthand is an elective course taken by five respondents in Group I, and 15 in Group II.

Market Research was offered for the first time in 1929.

o This course was not offered to the men in Group I.

The purposes of a follow-up study by M. Jacqueline Camera¹ was to determine to what extent the training at the E Secretarial School aided them in employment and to suggest a revised secretarial course of study, if it seemed advisable, to meet the demands of the business man.

Perhaps the most interesting responses on the questionnaires were the suggestions of the students who were employed in business. One person, who was head of a personnel office and who was constantly placing people in positions, stated that shorthand and typewriting are absolutely essential for practically any position at the present time. She, also, stated that everyone should have a knowledge of the voicewriter. She added that a knowledge of bookkeeping was important in the better paying positions.

Practically everyone responding was more than satisfied with his training at the X Secretarial School, but a few gave suggestions along the lines of shorthand and typewriting. One person thought that more short cuts in shorthand should be taught. Another suggested that concentration be put on transcribing for speed. Another person thought more time should be spent on figures in typewriting instead of so many timed tests. One person thought that an acquaintanceship with all kinds of typewriters would be helpful. A short course in office technique was suggested by one of the students.

In a follow-up study of the commercial graduates of a selected

¹Camera, M. Jacqueline, A Follow-up of the Students of the X Secretarial School, Master's Thesis, Boston University, 1947, pp. 69-70.

community by William H. Sands¹ the five most valuable courses, ranked in order of importance, were: typewriting, shorthand, business English, bookkeeping, and business arithmetic.

In addition to the accepted skill subjects, the graduates were questioned as to whether or not they felt they had received, or had been offered courses that would give them a more detailed and clearer understanding of business. That is, courses that may be considered as general business background courses. Forty-one per cent of the graduates replying felt that for the type of position that is usually available for the average high school graduate there was an insufficient amount of background courses. It was believed that had such courses been studied, orientation in the initial position would have been easier and promotional opportunities would have been greatly enhanced.

In this chapter, a brief review of some of the literature which has already been written on follow-up studies and other material pertinent to the follow-up study was presented.

The chapters that follow present the methods used in gathering the data for the follow-up study and an analysis and interpretation of the findings.

¹Sands, William H., A Follow-up Study of the Commercial Graduates of a Selected Community, Master's Service Paper, Boston University, 1947, pp. 40-41.

CHAPTER III

METHOD OF PROCEDURE

The procedure used in gathering the data for this follow-up study is summarized as follows:

1. Permission was received from the officials of the University of Scranton to do the follow-up study.
2. A questionnaire was prepared and presented to a graduate class in business education at Boston University for criticisms and comments.
3. A revised questionnaire based on the criticisms and comments mentioned above was prepared and approved.
4. The questionnaire, along with a letter of transmittal, was sent to all of the business administration graduates of the University of Scranton from 1941 through 1948 whose addresses were available.
5. A follow-up postal card was sent to all graduates who had not returned the questionnaire.
6. A second letter and questionnaire were sent to those graduates, who had not replied to the original questionnaire or follow-up postal card.
7. The information obtained was compiled and summarized.

The permission to do a follow-up study of the business administration graduates of the University of Scranton was received from the writer's faculty advisor at Boston University. Permission was then obtained from the officials of the University of Scranton to secure the names and addresses of the business administration graduates. The University of Scranton was most cooperative in providing all the necessary information and assistance which the writer desired.

A questionnaire was prepared and presented to a graduate class in business education at Boston University for their comments and criticisms.

Many valuable comments were made and a revised questionnaire was prepared and presented to the Registrar of the University of Scranton for his comments and approval.

One hundred and fifty-four questionnaires were mailed to the graduates whose addresses were made available. The questionnaires were accompanied by a letter of transmittal and a stamped self-addressed envelope for the convenience of the respondents. From the first mailing, a total of 52 replies were received or a 33.8 per cent return. One month after the original questionnaire was mailed, a follow-up postal card was sent to all the graduates who had not replied. After mailing the postal card, 11 more returns were received. A month later, a second questionnaire was mailed along with another letter of transmittal and a self-addressed stamped envelope. From this mailing, 19 additional replies were received. A total of 82 replies were received or a 53 per cent return, which is considered a good return for a questionnaire of this type. See Table II.

Finally, the information which was provided by the questionnaire was tabulated, summarized, and incorporated in the thesis.

TABLE II
NUMBER AND PER CENT OF RESPONSES

<u>Class</u>	<u>Questionnaires Mailed</u>	<u>Number Returned</u>	<u>Per Cent of Total</u>
1941	16	7	4.5
1942	27	14	9.0
1943	28	16	10.4
1944	4	1	0.6
1945	0	0	0.0
1946	4	4	2.6
1947	42	23	14.9
1948	<u>33</u>	<u>17</u>	<u>11.0</u>
Totals	154	82	53.0

CHAPTER IV

HISTORY OF THE UNIVERSITY OF SCRANTON

To acquaint the reader with the University of Scranton, a brief historical development is presented.

The University of Scranton is a Liberal Arts College. It owes its foundation to the wisdom and foresight of the Right Reverend William O'Hara, D.D., Bishop of Scranton. Realizing the need of an institution of higher education in the northeastern counties of Pennsylvania he established in 1888 the College of St. Thomas, which was subsequently chartered under the laws of Pennsylvania on January 12, 1923, and given the power to confer Bachelor and Master degrees in the arts and sciences. In 1937 a change in title was authorized and St. Thomas College became the present University of Scranton. During this period of steady growth and expansion, from 1897 to 1942, the University was under the able administration of the Brothers of the Christian Schools. They were succeeded by the Society of Jesus in June, 1942, when the Jesuit Fathers in continuance of their historic educational activities assumed ownership and control of the University at the invitation of the Most Rev. William J. Hafey, D.D., the Bishop of Scranton.

Both in the courses it offers and in the methods of teaching it employs, the University of Scranton like other Jesuit liberal arts colleges adheres closely to the philosophy of education formulated in the Ratio Studiorum. According to this view a system of education falls short of its real goal, if it fails to obtain the balanced and complete development of all the powers distinctive of man. For the primary purpose of education is not so much to acquire a store of information, as

it is to train the various mental powers to correct habits of procedure and thereby to raise to the highest peak of efficiency the native powers of mind with which man is endowed. To the extent then that any system of education develops a man's memory at the expense of his intellect or his emotional sensibilities to the detriment of his will, it fails to attain its full and adequate purpose. Education in its highest form, on the contrary, envisions as its goal the culture of the whole man in all his physical, mental and moral capacities. Not only must the student learn to observe accurately, to imagine vividly, to discriminate sharply, to judge soberly and to reason closely and solidly; but he must also train his intellect to search for truth with tireless industry and his will and emotions to respond properly to the hierarchy of real values; for, in the exact measure in which he will be found wanting in any of these virtues he will have failed to attain his full maturity, which education is primarily designed to promote.¹

The University of Scranton has always been a small college in comparison with the great urban institutions elsewhere; even today, its alumni number only slightly more than 6500, but in its contribution to the community in and around Scranton, the University has reason to be proud. Among its graduates are: 12 superintendents of schools in Lackawanna and neighboring counties, 46 high school principals, 337 teachers, four Bishops, 259 priests, 15 ministers, and four rabbis. Of the members of the Lackawanna Bar Association, 37 per cent are alumni of the University.

¹Annual Catalogue of the University of Scranton, Scranton, Pennsylvania, 1948 pp. 13-14.

Of the dentists in Lackawanna County, 41 per cent are University of Scranton graduates; 56 per cent of the membership of the Lackawanna County Medical Association received their pre-medical training at the University.¹

¹Pamphlet Issued by the University of Scranton, Scranton, Pennsylvania, 1948.

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

The purpose of the follow-up study was to determine the extent to which the business administration graduates of the University of Scranton benefited from their undergraduate education, and to determine how the University can improve its business program.

The University of Scranton is not a coeducational institution, consequently, the 82 replies which were received were all from male graduates.

Forty-three of the graduates who replied indicated they were married, while 38 stated they were single. One respondent failed to indicate his marital status.

As shown in Table III, the majority of the graduates were employed and resided in Pennsylvania. Of those who do not live in Pennsylvania, New York and New Jersey claim seven each, and Massachusetts and Washington, D.C., have three each. The remainder are now living in Delaware, Kansas, Illinois, Connecticut, Mississippi, Ohio, with one residing in Tokyo, Japan.

Accounting was the major field of study for 62, or 75 per cent, of the graduates while at the University of Scranton. Sixteen majored in general business and two majored in finance. The number of finance majors is low, because only those who graduated in 1947 and 1948 had the opportunity to major in this field.

The graduates were asked whether they believed the University should offer majors in fields of business administration other than accounting, finance, marketing, management, and general business. Of those replying,

TABLE III
GEOGRAPHICAL DISTRIBUTION OF GRADUATES

<u>State</u>	<u>Number</u>	<u>Per Cent</u>
Pennsylvania	54	65.8
New York	7	8.6
New Jersey	7	8.6
Massachusetts	3	3.7
District of Columbia	3	3.7
Delaware	2	2.4
Kansas	1	1.2
Illinois	1	1.2
Connecticut	1	1.2
Mississippi	1	1.2
Ohio	1	1.2
Tokyo, Japan	<u>1</u>	<u>1.2</u>
Total	82	100.0

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41, or 50 per cent, stated that majors in other fields should not be offered. Twenty eight, or 34 per cent, indicated that other majors should be offered. Thirteen, or 16 per cent, did not answer this question.

Of those who answered the question in the affirmative, eight indicated the desire to have a major in insurance; five in advertising; three each in statistics and salesmanship; two each in economics, labor relations, and transportation. The following subjects received one response each: banking, business procedures, production methods, purchasing, investments, and foreign trade. Although it cannot be classified in the field of business administration, several graduates indicated the desire to have a major in business education.

While they are not offered as majors, most of the courses indicated above are offered at the University.

The years covered by the survey included the war years, and because of this circumstance most of the graduates entered the armed forces after graduation or during their college careers. The positions held by the graduates while in military service are not considered in the survey.

Although the initial civilian positions were quite varied, most of the positions can be classified in general as business positions.

The data in Table IV indicates that almost 54 per cent of the graduates obtained initial positions in accounting, bookkeeping or some type of clerical work. Seven per cent obtained initial positions as teachers, while 5 per cent were employed as insurance agents. Another 5 per cent were employed as salesmen. The remainder were employed in various positions as indicated in Table IV.

Two of the graduates were unemployed and four failed to indicate the type of work they were doing.

TABLE IV
INITIAL POSITIONS OF GRADUATES
AND THE NUMBER AND PER CENT IN EACH POSITION

<u>Kinds of Positions</u>	<u>Number</u>	<u>Per Cent</u>
Accountant	25	30.6
Clerk	13	15.8
Bookkeeper	6	7.3
Teacher	6	7.3
Insurance Agent	4	4.9
Salesman	4	4.9
Credit Manager	3	3.6
Production Manager	2	2.5
Registration Officer - Civil Service	2	2.5
Executive Secretary	1	1.2
Warehouse Manager	1	1.2
Internal Revenue Agent	1	1.2
I.B.M. Unit Supervisor	1	1.2
Automobile Business	1	1.2
Production Planner	1	1.2
Assistant Store Manager	1	1.2
Grocery Store Owner	1	1.2
Bank Examiner	1	1.2
Band Leader	1	1.2
Regular Army	1	1.2
Unemployed	2	2.5
Not Indicated	<u>4</u>	<u>4.9</u>
Totals	82	100.0

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TABLE V
PRESENT POSITIONS OF GRADUATES
AND NUMBER AND PER CENT IN EACH POSITION

<u>Kinds of Positions</u>	<u>Number</u>	<u>Per Cent</u>
Accountant	23	28.1
Clerk	8	9.8
Insurance Agent	5	6.2
Teacher	4	4.9
Bookkeeper	3	3.6
Salesman	3	3.6
Deputy Collector of Internal Revenue	2	2.5
Internal Revenue Agent	2	2.5
Grocery Store Owner	2	2.5
Student - Graduate School	2	2.5
Regular Army	2	2.5
Executive	2	2.5
Editorial Assistant	1	1.2
Inspector and Rent Examiner	1	1.2
Business Secretary	1	1.2
F.B.I. Agent	1	1.2
Automobile Business	1	1.2
Unit Supervisor, I.B.M.	1	1.2
Fleet Supervisor	1	1.2
Cashier	1	1.2
Tax Collector	1	1.2
Paymaster	1	1.2
Controller	1	1.2
Assistant Store Manager	1	1.2
General Sales Manager	1	1.2
Bank Examiner	1	1.2
Construction Superintendent	1	1.2
Assessor	1	1.2
Registration Officer - Civil Service	1	1.2
Field of Geography	1	1.2
Unemployed	3	3.6
Not Indicated	3	3.6
Totals	82	100.0

The positions held at the time of the survey were similar to the initial positions which were held, except they were of a more advanced nature.

The initial and present positions for many graduates were the same. This was particularly true of the graduates of 1947 and 1948.

As revealed in Table V, 41.5 per cent of the graduates accepted accounting, clerical, and bookkeeping positions. These positions are referred to as a group because the duties of these positions overlap with one another.

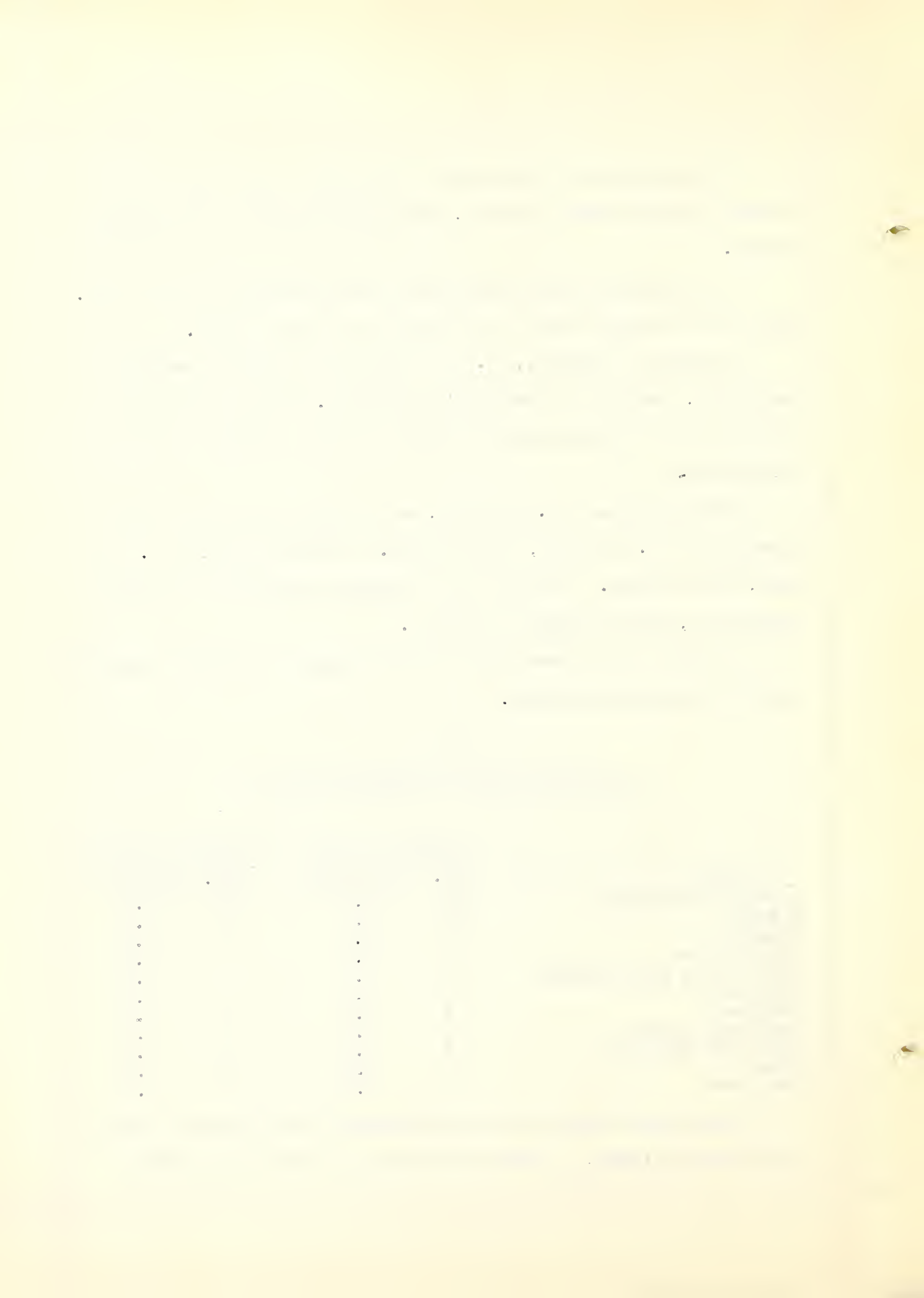
Five graduates, or 6.2 per cent, were insurance agents and four graduates, or 4.9 per cent, were teachers. Three graduates, or 3.6 per cent, were salesmen. The rest of the graduates were engaged in various occupations, which are shown in Table V.

In Table VI are listed the sources from which the graduates obtained initial and present positions.

TABLE VI
SOURCES FROM WHICH OPENINGS FOR
INITIAL AND PRESENT POSITIONS WERE LEARNED

Source	Initial Position		Present Position	
	No.	Per Cent	No.	Per Cent
Personal Application	21	25.4	29	35.3
A Friend	12	14.5	8	9.8
Parents	9	10.9	9	10.9
Civil Service	8	9.8	7	8.6
Answer To An Advertisement	5	6.2	5	6.2
Professor	4	4.9	3	3.6
Relatives	4	4.9	3	3.6
Employment Agency	4	4.9	3	3.6
University Placement	2	2.5	2	2.5
Other	5	6.2	6	7.3
Not Stated	8	9.8	7	8.6

Personal application was the major method of obtaining both initial and present positions, as indicated by 25.4 per cent of the graduates



securing initial positions and 35.3 per cent securing present positions through this procedure. Friends ranked next, with 14.5 per cent of the initial positions being obtained from this source, while 9.8 per cent used this source for their present positions. Parents and Civil Service ranked next in importance as sources of employment for the graduates.

Those who indicated Other sources of obtaining employment stated they received employment from the following: Columbia University Placement Bureau, Harvard Placement Bureau, contacted by the employer, self-employed and company recommendation.

The data indicated that the first employer in 35 cases was unknown to the graduate. Ten graduates were initially employed by a relative and four were employed by a "friend of the family." Twenty-five graduates indicated they received their initial employment from sources other than those mentioned. No indication of the first employer was given in eight cases.

As shown in Table VII, the beginning salaries for initial positions ranged from less than \$20.00 to over \$70.00 a week. The majority of the graduates earned between \$30.00 and \$60.00 a week. Nine of the graduates did not indicate their initial salary.

TABLE VII
BEGINNING WEEKLY SALARIES OF THE GRADUATES
FOR THEIR INITIAL POSITIONS

<u>Weekly Salary</u>	<u>Number</u>	<u>Per Cent</u>
\$10.00 - 19.99	4	4.9
20.00 - 29.99	8	9.8
30.00 - 39.99	18	21.9
40.00 - 49.99	16	19.5
50.00 - 59.99	16	19.5
60.00 - 69.99	6	7.3
70.00 and over	5	6.2
Not Indicated	9	10.9

As revealed in Table VIII, the salaries which the graduates were receiving for their "present positions" range from \$30.00 to over \$80.00 a week.

Over 73 per cent of the graduates were receiving \$50.00 a week or more at the time of this study. Ten graduates did not indicate their present salary.

TABLE VIII
CURRENT WEEKLY SALARIES OF THE GRADUATES
FOR THEIR PRESENT POSITIONS

<u>Weekly Salary</u>	<u>Number</u>	<u>Per Cent</u>
\$30.00 - 39.99	2	2.5
40.00 - 49.99	10	12.2
50.00 - 59.99	15	18.3
60.00 - 69.99	15	18.3
70.00 - 79.99	10	12.2
80.00 and over	20	24.3
Not Indicated	10	12.2

Sixty graduates, or 73.2 per cent, of all those replying, stated they were satisfied with their current positions. Thirteen, or 15.9 per cent, of the graduates stated they were not satisfied with their present positions and nine graduates failed to answer this question.

The 13 graduates who indicated they were not satisfied with their current positions stated that they were interested in obtaining a position in the areas mentioned below.

Public Accounting	5
Teaching	1
Insurance Investigator	1
Store Manager	1
Wholesale Selling	1
Purchasing Agent	1
Not Indicated	<u>3</u>
Total	13

Table IX shows the extent to which the graduates thought their college education at the University of Scranton helped them in their

present positions.

TABLE IX
EXTENT TO WHICH THE COLLEGE EXPERIENCE
HELPED WITH PRESENT POSITIONS

	<u>Number</u>	<u>Per Cent</u>
Provided adequate vocational training	38	46.3
Provided partial vocational training	34	41.4
Provided inadequate vocational training	1	1.2
None at all	7	8.6
Not indicated	<u>2</u>	<u>2.5</u>
Totals	82	100.0

The data clearly indicate that more than 87 per cent of the graduates felt they had received adequate, or at least partially adequate, vocational training while at the University of Scranton. This is a good indication that the graduates are receiving the type of vocational training that is necessary for success in the business world. No doubt, the seven who indicated that they received no help from their college experience would answer the question differently if they were employed in a different position.

The question in which the graduates were asked to indicate how the University could have helped them more received a very good response despite the fact that 17 failed to answer the inquiry. Many of the respondents checked two or more categories in answering this question. See Table X.

The results of this inquiry indicated that many of the graduates felt they should have received more specific training for a specific position. Many graduates favored a program of vocational guidance. Ten of the 65 who answered this question felt the University should offer



more general education.

TABLE X
EXTENT TO WHICH THE COLLEGE EDUCATION
COULD HAVE BEEN MORE BENEFICIAL

	<u>Number of Replies</u>
More specific training for a specific position	30
More vocational guidance	28
More general education	10
More specific advice on social living	6
Not indicated	17

The subjects which were not offered when the graduates were at the University, but which they wish they could have taken are shown in Table XI. Forty seven of the 82 respondents replied to this inquiry.

Most of the courses which appear in Table XI are offered at the University at this time. No doubt, many of the courses were available to the respondents while they were undergraduates, but they failed to take them in their particular curriculum.

Many of the graduates indicated the desire to take more courses in certain subject fields, rather than courses which were not offered. Among those courses which some desired to study further were: marketing, production, auditing, accounting, law, and philosophy.

Table XII shows that accounting was by far the most important business course taken, as indicated by 73 of the 82 graduates replying. Business law ranked second in importance with 43 replies. Economics ranked next with 22 replies, followed by taxation, business mathematics, and finance.

TABLE XI
COURSES NOT OFFERED IN UNDERGRADUATE STUDIES
WHICH THE GRADUATES WISH THEY COULD HAVE TAKEN

<u>Course</u>	<u>Number of Replies</u>
Insurance	10
Taxation	7
Business and Office Management	7
Personnel Management	6
Statistics	5
C.P.A. Problems	5
Salesmanship	4
Business Education	3
Typewriting	3
Real Estate	3
Labor Relations	3
Business English	3
Sociology	2
Business Machine Theory	2
Industrial and Traffic Management	2
Advertising	2
Applied Psychology	2
Public Relations	2
Analysis of Financial Statements	2
Public Speaking	2
Vocational Guidance	1
Plant and Office Layout	1
Civics	1
Governmental Accounting	1
Machine Accounting	1
Pennsylvania Law	1
Parliamentary Procedure	1
Music and Art Appreciation	1
Engineering	1
Shorthand	1
Political Science	1
City Management	1
Bookkeeping	1
Accounting Systems	1
Standard Costs	1
Budgetary Control	1

TABLE XII
MOST IMPORTANT BUSINESS COURSES
TAKEN AT THE UNIVERSITY OF SCRANTON

<u>Course</u>	<u>Number of Replies</u>
Accounting	73
Business Law	43
Economics	22
Taxation	16
Business Mathematics	13
Finance	12
Management	8
Investments, Money and Banking	8
Auditing	7
Cost Accounting	7
Marketing	7
Advertising	6
Insurance	5
Salesmanship	1
Business Organization	1
Not Indicated	2

According to the responses, English ranked first in importance as a non-business subject. Philosophy ranked next with 29 replies. This figure does not include 20 replies for ethics and 11 replies for logic. These subjects have been listed separately in Table XIII. Psychology ranked next in importance with 22 replies, followed by ethics with 20 replies as mentioned above. History received 17 replies and 15 indicated that religion was the most important non-business subject.

Seventy-four of the 82 graduates, who participated in the survey, were of the opinion that the business school at the University should offer a combination of both a general education and a highly specialized program with specific training in a certain field.

Five of the graduates believed that only a general business education for all should be offered, while two believed a highly specialized vocational training course should be the only one offered. Only one respondent failed to answer the question.

TABLE XIII

MOST IMPORTANT NON-BUSINESS COURSES
TAKEN AT THE UNIVERSITY OF SCRANTON

<u>Course</u>	<u>Number of Replies</u>
English	58
Philosophy	29
Psychology	22
Ethics	20
History	17
Religion	15
Logic	11
Spanish	8
Literature	6
Mathematics	4
Public Speaking	4
Biology	3
Sociology	2
Physical Education	1
World Affairs	1
Rhetoric	1
Creative Writing	1
Prose and Poetry	1
Physics	1
Methods of Teaching	1
Not Indicated	1

The graduates were asked to indicate whether they believed a program which would enable the student to alternate regular periods of classroom instruction with supervised employment in an industrial or commercial position would be advantageous and worthwhile. Seventy-three stated that they thought it was a good plan. Seven did not believe the plan a good one, and two graduates did not answer the question.

Some of the comments made by those in favor of such a plan were:

"It is a good way to establish contacts."

"It provides necessary experience."

"The lack of on the job training is the reason many graduates fail to receive a decent salary."

"It is especially beneficial to accounting majors."

"It enables a student to decide whether or not he is in the right field."

The graduates who did not favor such a plan had this to say:

"Sounds good, but I have never seen it carried out successfully."

"Time consumed would not be offset by the benefits derived from such a program."

"Practical principles take a long time to learn and the time available should not be shortened by such a program."

"It should not interfere with cultural courses."

Training in office machines was believed to be important by 64 of the graduates replying. Thirteen did not believe this type of training was necessary and five failed to answer the question.

Those who did not believe that teaching the office machines was necessary maintained that the ability to run office machines could be learned without too much difficulty after the graduate got into business.

As shown in Table XIV, the calculator and the comptometer were the most frequently mentioned office machines which graduates believed should be taught.

TABLE XIV

OFFICE MACHINE COURSES
WHICH SHOULD BE OFFERED

<u>Office Machine</u>	<u>Number of Replies</u>
Calculator	46
Comptometer	37
Adding Machine	22
Bookkeeping Machine	18
Typewriter	15
I.B.M. Machines	7
Sorting Machine	1
Key Punch	1
Stenotype	1

Eighty-four per cent of the graduates indicated that they believed the University should provide a curriculum plan that would allow a student to take courses in the Education Department in addition to his

courses in the Business Department. This plan would provide the student with the education courses needed to teach business subjects. Nine graduates did not believe such a curriculum plan should be made available and four did not answer the question.

Fifty-two graduates indicated that they were satisfied with the methods of teaching which the professors used in the business courses at the University. Eleven were partially satisfied with the methods of instruction. Of the remaining graduates, 15 stated they were not satisfied and four did not answer the question.

Eighteen of the graduates indicated they had done graduate study and nine were currently doing graduate study.

Of the 55 graduates who had not done graduate study, 11 had taken correspondence courses since their graduation.

Those who had done or were currently doing graduate study were enrolled in 13 different colleges. Seven attended Columbia, three attended Harvard, and two each attended Temple, Pennsylvania State, Boston University, Georgetown, New York University and Dickinson. One graduate each attended the University of Pennsylvania (Wharton School), Fordham, Hartford College of Law and Insurance, Catholic University and the University of Miami.

Although 18 graduates had done graduate study, only eight had received their master's degree.

Of the 27 who had done or were currently doing graduate study, the fields of law, accounting, general business, business education, and insurance attracted the majority of the graduates.

The fields of graduate study and the number of graduates in each field are listed herewith.

<u>Field of Study</u>	<u>Number</u>
Law	7
Accounting	5
General Business	3
Business Education	2
Insurance	2
Statistics	1
Administration	1
Management	1
Philosophy	1
Traffic Management	1
Personnel Administration	1
Industrial Engineering	1
Economics and Journalism	1

The graduates were asked to indicate the business courses which they would like to study further. Ninety-five choices were indicated altogether. Of these, 11 students indicated that they would like to study accounting. Six graduates each indicated they would like to do further study in law, taxation, and graduate study in business. The remaining business courses in which the graduates desired further study and the number of replies for each are listed in Table XV.

The last item on the questionnaire offered the graduates an opportunity to make their comments regarding the improvement of instruction and course offerings at the University of Scranton. Forty-nine of the 82 graduates who returned the questionnaire made comments. Many of the comments were repetitious. Only the typical replies are quoted here.

The following comments are worthy of mention:

"A wider range of subjects is desirable."

"Set up a practical placement bureau."

"Have students evaluate and grade the faculty from time to time."

"Less Philosophy."

"Greater specialization, plus vocational guidance and a placement bureau."

"Institute the 'case method' to supplement the business courses."

TABLE XV
BUSINESS COURSES IN WHICH FURTHER
STUDY IS DESIRED - WITH NUMBER
OF REPLIES FOR EACH COURSE

<u>Course</u>	<u>Number of Replies</u>
Accounting	11
Law	6
Taxation	6
Graduate Work In Business	6
C.P.A. Problems and Review	5
Economics	4
Labor Relations	4
Finance	4
Insurance	4
Management	3
Advertising	3
Statistics	3
Marketing	2
Business Education	2
Personnel Management	2
Salesmanship	2
Transportation	2
Budgeting	2
Auditing	2
Business Systems	1
Time and Motion Study	1
Plant and Office Layout	1
Job Evaluation	1
Production Control	1
Industrial Relations	1
Letter Writing	1
Mathematics	1
Business Machines	1
Banking	1
Purchasing	1
Standard Costs	1

"Improve the faculty with more experienced men."

"Offer business education courses for the fellow who wishes to teach business subjects."

"Set up a cooperative training program."

"Smaller classes and higher quality faculty."

"Accounting instruction was not down to earth, fundamentals should be stressed more."

"More emphasis on personnel administration."

"Provide placement bureau for the better graduates."

"Theory offered for million dollar concerns, but none for the average small business."

"Too many outside activities by the faculty members."

"The business graduate needs more courses in art, history, literature, philosophy, and religion, so that he will make a more complete individual in the business world."

"Public speaking should be a compulsory course."

"More practical accounting courses."

"More field work to supplement theory."

"Allow business majors to take education courses."

"Vocational guidance should be given and reduce required non-business courses if possible."

"Give a general accounting review in the senior year."

"Course offerings are fine, but the faculty could be improved."

"The courses and instruction are very good, but a placement bureau is needed."

"More qualified instructors."

"Too much emphasis is placed on philosophy."

"Very well pleased with the education I received at the University of Scranton, both in business and non-business courses."

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Summary of the Findings

An analysis of the positions held by the graduates indicates that the majority of the graduates have remained in the business field. A comparison of initial positions and present positions indicates that the graduates are advancing in business. These findings seem to indicate that the preparation which the graduates received at the University of Scranton was functioning.

Sources from which the graduates learned of their initial and present positions varied. The most effective procedure for obtaining positions was by personal application. Through this source, 25.4 per cent of the graduates obtained their initial positions and 35.3 per cent obtained their present positions. Friends ranked next as a source for obtaining employment, followed by parents. Only 2.5 per cent of the initial positions and 2.5 per cent of the present positions were obtained through the university placement services.

Of the 82 graduates who replied, only 13 indicated that they were not satisfied with their present positions. For the most part, the graduates were contented with their positions.

From the 82 replies received, 38 graduates indicated they had received adequate vocational training while 34 indicated they had received partially adequate vocational training at the University of Scranton. Those who had not received adequate vocational training felt the need for such courses as: insurance, taxation, business and office management, personnel management, statistics, C.P.A. problems, salesmanship, and

business education.

Of the business courses which were offered at the University of Scranton, accounting was considered the most important according to the data received. Based on the frequency of mention, accounting was followed by business law, economics, taxation, business mathematics, and finance.

English, philosophy, psychology, ethics, history, religion and logic were the most important non-business courses offered at the University, according to the replies received.

Seventy-three of the 82 graduates replying stated that a cooperative training program would be advantageous in the business curriculum.

Sixty-four of the graduates believed that training in office machines was needed at the University. The calculator, comptometer, adding machine, bookkeeping machine, and typewriter were the most frequently mentioned machines in which training was desired.

A curriculum plan that would allow a student to take courses in the Education Department to supplement his business courses was desirable according to 69 of the graduates who replied.

Most of the graduates were satisfied with the methods of teaching which the professors used in the business courses, but many felt that some of the professors had too many interests outside of the school. Others felt that it would be better to have instructors with more practical experience.

Recommendations

Based on the information obtained through this follow-up study, the following recommendations are made.

The University should improve its placement services.

Consideration should be given to the possibility of correlating supervised work experience with classroom instruction.

The following courses should be added: C.P.A. problems and review, insurance, labor relations, vocational guidance, business management, business education, personnel management, and instruction on the comptometer and calculator. Consideration should also be given to the possibility of offering graduate study in business.

Systematic follow-up studies should be planned which would enable the University faculty to keep in close touch with the demands of business and adjust the curricula accordingly.

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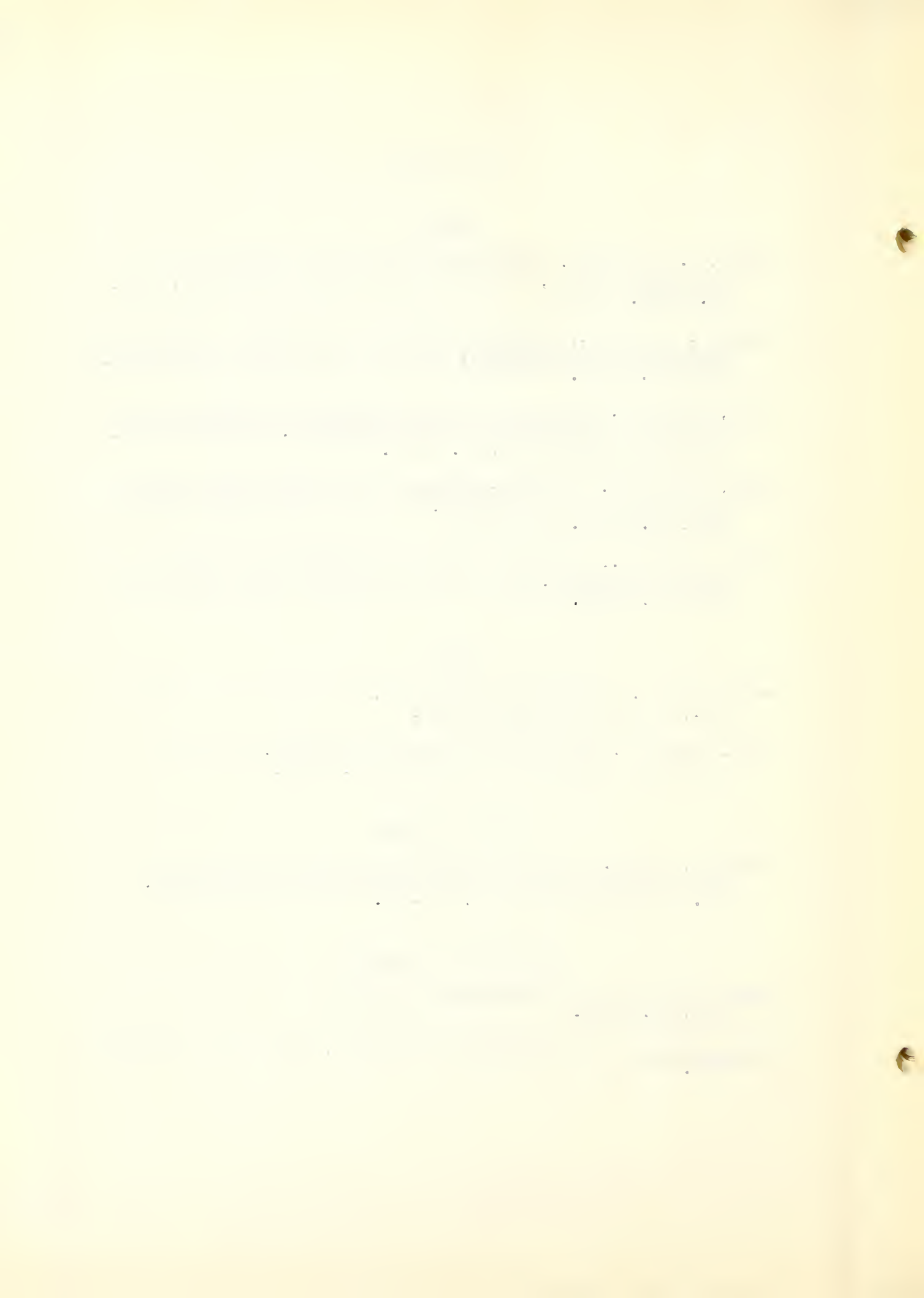
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APPENDIX A

A FOLLOW-UP STUDY OF THE BUSINESS ADMINISTRATION GRADUATES
OF THE UNIVERSITY OF SCRANTON FROM 1941 THROUGH 1948

1. Name: (Optional) _____
2. City or Town and State in which you now reside: _____
3. Present marital status:
 - _____ Single
 - _____ Married
 - _____ Widowed
4. In what year did you graduate from the University of Scranton? _____
5. Please check your major field in Business Administration while at the University.
 - _____ Accounting _____ Marketing _____ General Business
 - _____ Finance _____ Management
6. Do you believe the University should offer majors in fields of Business Administration other than those mentioned in Question 5?
 - _____ Yes
 - _____ No
7. If yes, what majors do you recommend? _____
8. List full-time civilian positions held since graduation, listing first job first: Ex. Bookkeeper 7-12-42 to 12-31-44.

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____
9. Please check sources from which openings for initial and present positions were learned:

Initial position Present position

_____	_____ University placement
_____	_____ Professor
_____	_____ Parents
_____	_____ Relatives
_____	_____ A friend
_____	_____
_____	_____ Answer to an advertisement
_____	_____ Personal application
_____	_____ Employment agency
_____	_____ Civil Service
_____	_____ Other (please state) _____

10. Was your first employer:

- ☐ A relative
☐ A friend of the family
☐ Unknown to me personally
☐ Other

11. Check beginning weekly salary of initial position and your current salary of your present position:

<u>Initial position</u> (Beginning salary)	<u>Present position</u> (Current salary)
<input type="checkbox"/> \$10.00 - 19.99	<input type="checkbox"/> \$20.00 - 29.99
<input type="checkbox"/> 20.00 - 29.99	<input type="checkbox"/> 30.00 - 39.99
<input type="checkbox"/> 30.00 - 39.99	<input type="checkbox"/> 40.00 - 49.99
<input type="checkbox"/> 40.00 - 49.99	<input type="checkbox"/> 50.00 - 59.99
<input type="checkbox"/> 50.00 - 59.99	<input type="checkbox"/> 60.00 - 69.99
<input type="checkbox"/> 60.00 - 69.99	<input type="checkbox"/> 70.00 - 79.99
<input type="checkbox"/> 70.00 - over	<input type="checkbox"/> 80.00 - over

12. Are you satisfied with your present position?

- ☐ Yes
☐ No

13. If not satisfied, what type of position do you desire? _____

14. To what extent has your college education at the University of Scranton helped you with your present position?

- ☐ Provided adequate vocational training
☐ Provided partial vocational training
☐ Provided inadequate vocational training
☐ None at all

15. In what way could the University have helped you more?

- ☐ More specific training for a specific position
☐ More specific advice on social living
☐ More general education
☐ More vocational guidance

16. What subjects not offered in your undergraduate studies do you wish you could have taken? (List in order of preference)

1. _____ 3. _____
 2. _____ 4. _____

17. Please indicate the three most important business courses taken while at the University of Scranton.

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18. Please indicate the three most important non-business courses taken while at the University of Scranton.

1. _____ 2. _____ 3. _____

19. Do you believe the business school at the University should:

- ☐ Offer only general business education for all
☐ Offer highly specialized vocational training only
☐ Offer both a general education and a highly specialized program with specific training in a certain field

20. Do you believe a cooperative training program in the business school at the University would be advantageous and worthwhile? (That is a program which would enable the student to alternate regular periods of classroom instruction with supervised employment in an industrial or commercial position, thus combining theory and practice.)

☐ Yes
☐ No

Comments, if any: _____

21. Do you believe the University should offer training in office machines?

☐ Yes
☐ No

22. If yes, what machines? (Ex. comptometer, calculator) _____

23. Do you believe the University of Scranton should provide a curriculum plan which would allow a student to take courses in the Education Department in addition to the courses in the field of Business Administration in order to prepare him for teaching Accounting, Marketing, Economics, etc.?

☐ Yes
☐ No

24. Were you satisfied with the methods of teaching which the Professors used in your business courses at the University of Scranton?

☐ Yes
☐ No

25. Have you done graduate study?

☐ Yes (Number of semester hours _____. Degree _____)
☐ No
☐ Doing graduate study at present. (Number of semester hours _____.)

26. Give the name of Institution where graduate study was done or is being done:

27. State the field in which you did or are doing graduate study: _____

28. If you are interested in further study in business please indicate the courses you are interested in taking. _____

29. Give your comments, if any, regarding the improvement of instruction or course offerings at the University of Scranton. _____

APPENDIX B

505 Beacon Street
Boston, Massachusetts
March 8, 1949

Dear Alumnus:

I am making a survey which may be of vital importance to future students of the University of Scranton. However, for this survey to be successful two questions must be answered. The two questions are these:

1. To what extent have the business administration graduates benefited from their education at the University of Scranton?
2. How might the University of Scranton improve its business courses to better prepare its students for post graduation employment and competition?

These questions cannot be answered without your cooperation. We are therefore, requesting all the business administration graduates from 1941 through 1948 to complete the enclosed check list. The success of this survey depends upon the responses received. Won't you please do your part?

As all information obtained in this survey will be held strictly confidential, do not hesitate to answer any of the questions. The results will appear in tabulated form only.

This survey is being conducted by the writer under the direction of Professor Lester I. Sluder of Boston University and with the approval of the University of Scranton.

A prompt reply will be greatly appreciated. A stamped self-addressed envelope is enclosed for your convenience.

Sincerely,

(Signed) L. Robert Juckett

L. ROBERT JUCKETT

APPENDIX C

FOLLOW-UP POSTAL CARD

April 8, 1949

Dear Alumnus:

Have you returned the questionnaire, "A Follow-up Study of the Business Administration Graduates of the University of Scranton," which you received last month?

Only thirty per cent of the graduates have replied thus far. This does not give me adequate data to complete the survey.

Your cooperation will be greatly appreciated.

Sincerely,

(Signed) L. ROBERT JUCKETT

APPENDIX D

505 Beacon Street
Boston, Massachusetts
May 8, 1949

Dear Alumnus:

For a survey to be successful, the complete cooperation of the alumni is necessary.

I don't believe I have received from you the completed questionnaire, "A Follow-up Study of the Business Administration Graduates of the University of Scranton."

Another questionnaire is enclosed for your convenience. Won't you please cooperate by completing and returning this questionnaire as soon as possible?

Sincerely,

(Signed) L. Robert Juckett

L. ROBERT JUCKETT





